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ABSTRACT

This study is one of a series of the Office of Education publications on major aspects of Soviet Education. Focusing on recent developments in training and research programs within the Soviet Union, it points up the continued growth in size and diversity of international education programs, and shows their relationship to the Soviet national objectives. This report uses the general term, international education, to designate a broad range of programs: 1) the traditional study of other lands and peoples in elementary, secondary, and high education; 2) interdisciplinary approachs to specialized study of world affairs, international relations and policy particularly in colleges and universities; 3) comparative education and cross cultural research; 4) educational exchange and study abroad for firsthand immersion in other cultures; 5) technical assistance to educational development through foreign aid programs; and, 6) international cooperation in intellectual exchange and educational development through international organizations and multilateral arrangements. The descriptions and analyses of specific programs in these categories provide the basis for comparisons with the ways the United States and other countries plan and function with respect to the international dimensions of education. (Author/SBE)

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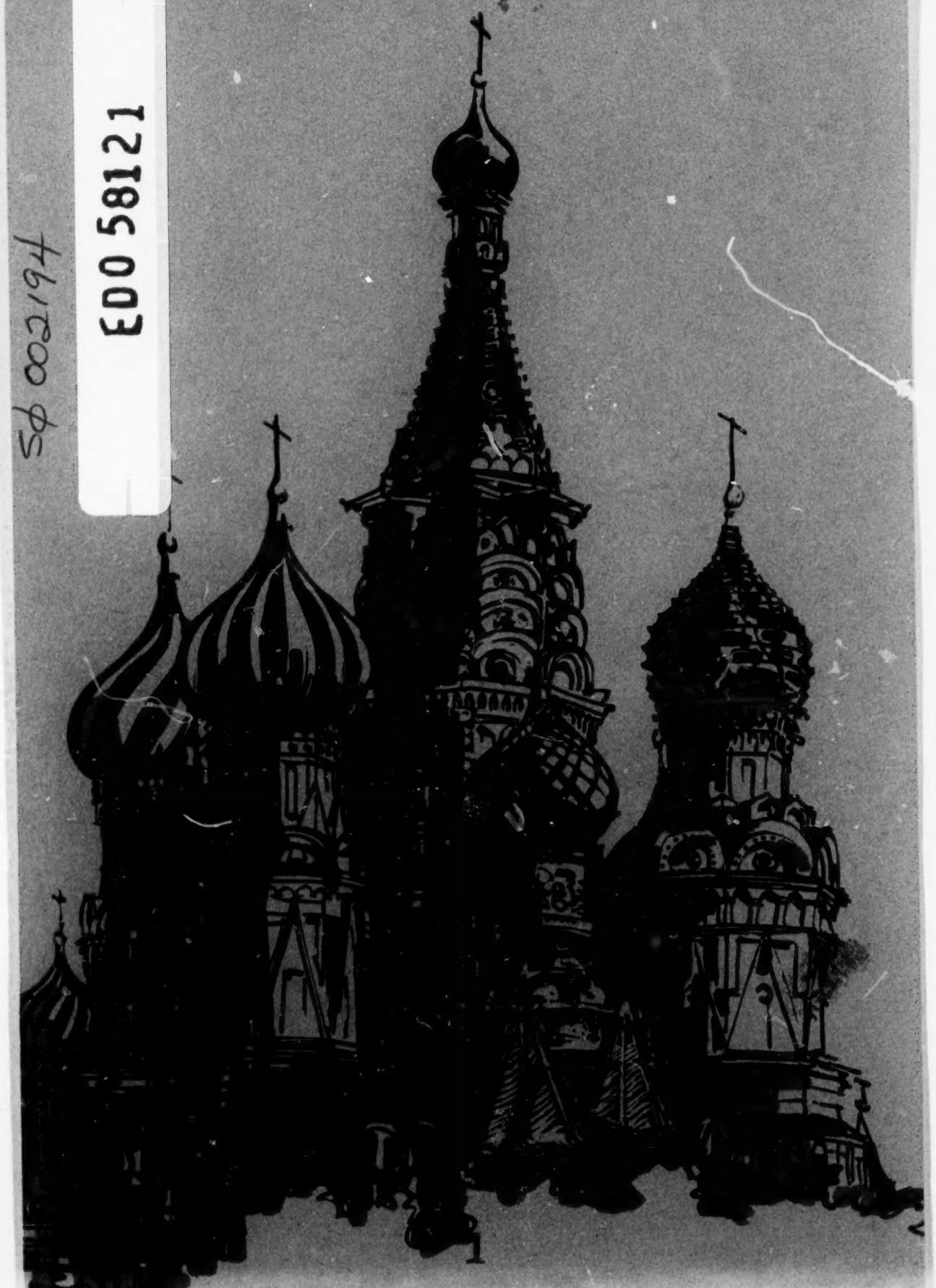

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SOVIET PROGRAMS IN INTERNATIONAL EDUCATION

By Seymour M. Rosen
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for the U.S.S.R. and Eastern Europe

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Foreword

This study is one of a series of Office of Education publications on major aspects of Soviet education. Previous studies on international education in the U.S.S.R. were devoted to only one aspect of the Soviet programs in this field; the present one gives a broad overview. Focusing on recent developments, it points up the continued growth in size and diversity of Soviet international education programs and shows their relationship to national objectives of the U.S.S.R. The analysis provides the basis for interesting comparisons with the ways in which the United States and other countries plan and function with respect to the international dimensions of education.

The author, Seymour M. Rosen, has been a specialist on Soviet education for the U.S. Office of Education since 1960. In this role he has made four study trips to the U.S.S.R. and has published a number of reports on Soviet education. These reports include the previous ones on Soviet international education: *The Preparation and Education of Foreign Students in the U.S.S.R.* (1960), *The Peoples' Friendship University in the U.S.S.R.* (1962), and *Soviet Training Programs for Africa* (1963).

ROBERT LEESTMA
Associate Commissioner for
International Education

JANUARY 1971.

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1. Introduction

There is a variety of views on what should and what should not be included in the term "international education." Many comparative educators, for example, would argue strongly that "comparative education" and "international education" are separate and equal fields. Reflecting this view are the titles of the professional associations of the United States and Canada, each called "Comparative and International Education Society." Comparative educators, however, are still struggling to define the content, methods, and limits of "comparative education," while agreeing that it at least covers the study and comparison of foreign education systems.

For convenience, and because it is concerned with activities rather than with definitions, this report uses the general term "international education" to designate a broad range of programs. Robert Leestma has indicated that range as follows:

> In a conventional sense the concerns and activities of international education can be divided into at least six general categories:
>
> 1. The traditional study of other lands and other peoples in elementary, secondary, and higher education.
> 2. Interdisciplinary approaches to the specialized study of world affairs, international relations, and foreign policy, particularly in colleges and universities.
> 3. Comparative and cross-cultural studies in a variety of subjects and disciplines.
> 4. Educational exchange and study abroad — the movement of persons for firsthand immersion in other cultures.
> 5. Technical assistance to educational development in other countries through various foreign aid programs.
> 6. International cooperation in intellectual exchange and educational development through international organizations and multilateral arrangements (for example, UNESCO and the Southeast Asian Ministers of Education Organization).[1]

This report discusses several important kinds of Soviet programs in international education, focusing on training and research programs within the U.S.S.R. and particularly on recent developments in various aspects of Soviet international education.

One recent development in which there is considerable interest in the United States is the establishment of the Institute of the United States of America and its monthly journal, *USA: Economics, Politics and Ideology*. The Institute's 80-odd researchers and specialists, among the 150 personnel housed in an ex-Tsarist mansion in Moscow, have been termed *Amerikanisti*, i.e., Americanists (or, as counterparts to Kremlinologists, Americanologists). This report attempts to place such developments in the perspective of the

[1] "OE's Institute of International Studies," *American Education*. May 1969, p. 6.

overall Soviet work in the field, presenting the range of Soviet foreign institutes and journals which provide Soviet planners, researchers, and propagandists with global coverage and professional knowledge of world affairs.

Other recent developments are little known or reported. For example, the most significant shift in foreign students enrolled in Soviet higher education institutions has been from the Communist Chinese to the North Vietnamese. The gap, created by the general exodus of several thousand Chinese students from the U.S.S.R. higher schools by the mid-1960's, was filled by 3,000 North Vietnamese students. Thousands of other North Vietnamese are being trained in Soviet factories, laboratories, and vocational schools. Also, although the substantial increase in enrollments at People's Friendship University (the Moscow university specifically for students from developing countries of Asia, Africa, and Latin America) is relatively well known, it is not well known that the most substantial rate of increase has been in students from Arab countries.

A Soviet program in international education, which is not discussed in this report but should be noted, is the Soviet work abroad in constructing industrial and other facilities, including education facilities and related on-the-job and formal training programs for local nationals. A current Soviet source (if one discounts the rhetoric) gives some indication of the scope of this program:

> The Soviet Union helped to establish the Hanoi Polytechnical Institute, which is the leading educational establishment in Vietnam and the biggest in Southeast Asia.
>
> Soviet people have rendered unselfish assistance to the peoples of the developing countries in Asia, Africa and Latin America. Thirty educational establishments are being built and equipped in these countries with Soviet aid. They include the Technological Institute in Burma, the Oil and Gas Institute in Algeria, the Bombay Technological Institute, the Higher Technical School of Khmer-Soviet Friendship in Cambodia, the Polytechnical Institute in Guinea and Ethiopia; these are already functioning and rank among the world's best educational institutions. Construction of several more educational establishments will soon begin in a number of countries. Many higher schools abroad use Soviet textbooks, study plans and methodological material. In recent years, over 16,000 Soviet professors and teachers have worked in educational establishments abroad.[2]

A survey of the Soviet programs in international education produces the impression of a serious and sustained effort in the field. The programs appear substantial, but generally not on a par with comparable U.S. programs. In enrollments of foreign students and in professional research and training on foreign areas, the United States has a substantial lead. The number of institutions involved in area research and training in the United States is much greater than in the U.S.S.R., and U.S. academic exchange programs appear more developed and flexible than those of the U.S.S.R.

More difficult to establish is the relative success in foreign language programs and in teaching elementary-secondary school pupils and undergraduates about foreign areas and world understanding. The Soviets clearly

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[2] U.S.S.R. Academy of Pedagogical Sciences. *U.S.S.R. Education.* Moscow: 1970. pp. 102–03.

give their pupils a distorted, ideological, stereotyped view of world reality rather than objective data, real understanding, and encouragement of independent analysis. What should not be underestimated, however, while maintaining awareness of their serious flaws, is the breadth of Soviet programs in world understanding — Communist style — and in foreign languages. These programs reach the broad spectrum of Soviet public school pupils and students in higher education. They serve as vehicles of mass indoctrination, while at the same time preparing youth for their role as citizens in the Soviet state and as representatives of that society in the world community.

2. Academic Exchanges and International Contacts

Soviet academic exchanges and international contacts in the field of education are not simply cross-cultural communications between and among educators, but are elements in support of the Soviet position in international relations. They are planned to serve political and ideological as well as academic and scientific ends. In describing its aims in such activities in Soviet domestic literature, the U.S.S.R. emphasizes the importance of propaganda concerning Soviet cultural and scientific achievements and "struggle against Western imperialism and colonialism." The Soviet frame of reference is the power of the Soviet state and Communist ideology, which must be preserved, strengthened, and extended, rather than mutual accommodation and achievement of world understanding. Exchanges are used by the U.S.S.R. to gain scientific and technical knowledge, but not to be exposed to "alien ideas."

Soviet delegations to international education conferences represent official Soviet political positions vis-à-vis other countries attending the conferences and freely introduce political issues which are not the subject matter of the conferences. An example of such a conference on which details have been published in English was the international symposium on higher and technical education held in Moscow during September 1962. This conference was reported by an American observer, Herbert C. Rudman (Professor of Education at Michigan State University), who wrote — and documented with samples — that:

> . . . interlaced throughout the majority of the papers were praise for socialism and almost uniform condemnation of capitalism and the free enterprise system of the West. [1]

Not only American sources, but recent Soviet sources also point out the political initiatives undertaken by Soviet representatives at international education and development conferences, as for example at the XV Session of the General Conference of UNESCO in Paris during November 1968. A Soviet report stated:

> The XV Session of the General Conference proceeded in conditions of a sharp ideological struggle between the forces of imperialism, colonialism and racism on the one side, and the forces of peace, socialism and progress on the other. [2]

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[1] Herbert C. Rudman. "Moscow Symposium on Higher Education, 1962," *Comparative Education Review*. 7:3:315–23, Feb. 1964.

[2] *Mezhdunarodnyv ezhegodnik politika i ekonomika* (International Yearbook of Politics and Economics). Moscow: 1969. pp. 301–04.

It continues by reporting that the U.S.S.R. and Bulgaria initiated discussion of liquidating [Western] colonialism and racism.[3]

As recently as August 6, 1970, Moscow TASS reported on an interview with Vasiliy Sergeev, Vice-Chairman of the State Committee for Foreign Economic Relations of the U.S.S.R. Council of Ministers, devoted to the results of the 10th session of the board of governors of the United Nations Development Program. TASS reported as follows:

> The Soviet delegation, Sergeev stressed, has drawn the attention of the UN Development Program's administration to the impermissibility of rendering UN technical assistance to the countries that are taking part in the aggression against the Arab states, Vietnam, Laos, and Cambodia.[4]

Bilateral Academic Exchanges

Academic exchanges of various types with foreign countries are a substantial activity of the international offices of Soviet education ministries and research institutions. Exchanges of teachers and students are administered by the U.S.S.R. Ministry of Education and U.S.S.R. Ministry of Higher and Specialized Secondary Education. Exchanges of scholars may be handled either by those ministries or by the U.S.S.R. Academy of Sciences and other major Soviet research academies. These organizations are under the centralized control and direction of the U.S.S.R. Council of Ministries and the Science and Educational Institutions Department of the Communist Party's Central Committee. Agreements with foreign countries that provide the basis for specific exchanges are negotiated by the U.S.S.R. Ministry of Foreign Affairs.

Most academic exchanges (except those of students) have been short-term reciprocal visits of official delegations and groups for familiarization purposes. A Soviet administrator of international education programs reported that in 1968 more than 1,500 Soviet educators went abroad in 150 such groups under the sponsorship of the U.S.S.R. Ministry of Education; and in turn almost 1,500 foreign educators in about 140 delegations visited the U.S.S.R.[5] Presumably most of these trips were between Communist countries, although a large number of non-Communist countries were also involved. Recent planning is for longer study trips by scholars who would perform joint studies of education systems and education research.

Other kinds of academic exchanges in which the Soviet Union is currently active are exchanges of (1) language teachers in summer programs, (2) graduate students for an academic year, (3) scholars in various scientific and technical fields for research teaching and training, and (4) various publications and exhibits, including some in the field of education. Most of these

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[3] Ibid.

[4] Foreign Broadcast Information Service. *Daily Report.* Aug. 7, 1970.

[5] A. Obydennov (Chief of the Administration of International Contacts, U.S.S.R. Ministry of Education). "International Contacts in Education to Grow," *Uchitelskaia gazeta* (Teacher's Journal). Feb. 11, 1969.

programs are predominantly with other Communist countries and with developing countries; a small element in each program is with Western countries.

The Ministry of Education

The functioning of the international department of the U.S.S.R. Ministry of Education, currently called the "Administration of International Contacts" (*Upravlenie mezhdunarodnykh sviazei, Ministerestvo prosveshcheniia U.S.S.R.*), provides insight on how these academic exchanges are administered. Separate sections are responsible for receiving foreign delegations and for sending Soviet delegations abroad.

Within the section for receiving foreign delegations, an "inspector" fluent in a foreign language, is responsible for a number of foreign countries — e.g., the inspector fluent in English is responsible for English-speaking countries. He receives foreign delegations, meeting them on their arrival in the U.S.S.R., and arranges their itineraries within the U.S.S.R. An inspector is also responsible for receiving and answering education inquiries from abroad. He is not responsible for the substance of a reply involving specialist research or knowledge (which he requests from the Academy of Pedagogical Sciences), but for coordinating and processing the inquiries and replies.

Within the section for sending delegations abroad, an inspector generally is not fluent in a foreign language, but (as in other sections of the ministry) is experienced in the education field. The section sends Soviet education delegations or teams abroad for a month or for years, perhaps to teach the Russian language in a developing country. This section is responsible also for exhibitions on Soviet education sent abroad and for coordinating preparation of publications on Soviet education for international organizations.[6]

Some of the programs and projects cited by the Administration of International Contacts in 1969 were the following:

1. International contacts by the U.S.S.R. Ministry of Education with 56 countries. (These contacts include education delegation exchanges.)
2. Courses in the Russian language given abroad by 385 Soviet teachers; and summer courses in the U.S.S.R. attended by over 2,000 foreign-born Russian-language teachers.
3. Work by 645 Soviet biology, chemistry, mathematics, physics, and Russian-language teachers in 19 developing countries (including among others Cambodia, the Congo, Mali, and Senegal).
4. Education exhibits in Chile, India, Mexico, the U.A.R., the United States, and West Germany; and at Expo-70 in Japan.

The Ministry of Higher and Secondary Specialized Education

Under the supervision of the U.S.S.R. Ministry of Higher and Secondary Specialized Education, Soviet universities and other higher education institutions participate in various forms of academic exchange. These include relatively small numbers of professors from abroad performing research and lecturing in Soviet universities and larger numbers of Soviet professors lecturing abroad. Soviet university libraries exchange academic literature

[6] Ibid.

with foreign libraries. The Moscow State University Library, for example, regularly exchanges publications with 270 universities and other institutions in 54 foreign countries. Student exchanges make it possible for thousands of foreign students, primarily from Communist and developing countries, to study in higher education institutions and for a smaller number of Soviet students to study abroad, mainly in other Communist countries.

Education Exchange Agreements

The Soviet Union has bilateral education exchanges under formal intergovernmental cultural exchange agreements with a large number of countries, including (besides developing countries) England, France, and the United States.

The latest agreement with the United States — "Agreement on Exchanges in the Scientific, Technical, Educational, Cultural and Other Fields" — was signed in February 1970. The seventh in a series of 2-year exchange agreements which began in January 1958, the current agreement continues the practice of providing for exchanges of small numbers of persons in the field of education. It specifies that:

1. The Parties agree to provide for the exchange annually from each side of:
   a. Up to 40 graduate students, postgraduates, young researchers and instructors for study and postgraduate work in the natural sciences, technical sciences, and humanities, including social sciences, with periods of stay up to one academic year, including five-week courses before the beginning of the academic year to improve the participants' competence in the Russian or English language.
   b. 20 language teachers to participate in summer courses of ten weeks to improve their competence in the Russian or English language.
   c. Up to 20 professors and instructors of universities and other institutions of higher learning to conduct scholarly research and to deliver lectures for periods of up to seven months, the total volume of these exchanges not to exceed 50 man-months for each side.
2. The Parties agree to facilitate exchanges of professors and instructors for the purpose of giving lecture courses in the natural sciences, technical sciences, and humanities, including social sciences.
3. The Parties agree to provide for conditions necessary to fulfill agreed programs, including use of scholarly and scientific materials, and, where appropriate and possible, work in laboratories, archives and institutions outside the system of higher educational establishments.
4. The Parties agree that the exchanges specified above will be implemented in accordance with the provisions of the Annex to this Section.
5. The Soviet side will send three specialists for study of the methodology of teaching foreign languages and English for foreigners, for a period of up to five months.
6. The Parties agree to provide for the exchange of delegations, consisting of five specialists in elementary and secondary education, for a period of up to three weeks, on subjects to be agreed upon.
7. The Parties agree to encourage the exchange by appropriate organizations of educational and teaching materials, including textbooks, syllabuses and curriculums, materials on methodology, children's literature, slides, samples of teaching instruments, and visual aids. [7]

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[7] *Agreement on Exchanges with the U.S.S.R. 1970–1971* (Department of State Press Release). Feb. 10, 1970.

Study Visits Abroad by Soviet Educators

Included in visits abroad by groups of specialists in various fields (usually under bilateral scientific, technical, and cultural exchange agreements), are brief study visits by teams of education administrators and researchers to various Western countries including the United States. Soviet interests in study visits abroad, except for technical fields, seem more in the direction of education techniques, organization, and equipment than in curriculum content. This is consistent with Soviet concern to protect prescribed Marxist-Leninist curriculum content from bourgeois or capitalist elements.

The education exchange agreements with the United States are an index both to the education problems of priority interest to the Soviet Government and also to the areas of American experience considered most valuable. The areas that the Soviet education delegations to the United States were to study, as listed in the biennial agreements for the 1960's, were as follows:

1. *Correspondence Education:* Organization of higher and secondary specialized education by correspondence.
2. *Education Research:* Organization, sources, and techniques of education research.
3. *Extracurricular Activities:* Organization of pupils' extracurricular and recreational activities.
4. *Foreign Languages:* Methods and results of teaching foreign languages at all levels; *and* foreign language teaching and study equipment in schools and higher education institutions.
5. *Libraries:* Bibliographic and documentation techniques for libraries, reproduction and dissemination of materials, operation of specialized libraries, and training of library personnel.
6. *Musical Education:* Organization and methodology of instruction in musical education.
7. *School Construction:* Production of training equipment for schools and school construction.
8. *Technical Education:* Training of skilled manpower in machine building, ore mining, food industry, and public services, and technical education; *and* the administration (presumably) of technical education and the role of junior colleges.
9. *Technical Facilities:* Research and practice in programmed learning and use of technical facilities; *and* organization and production of school equipment and visual aids, and use of films, radio, and television for study purposes.

The delegation to study the area under item 1 (Correspondence Education) was sent in support of Soviet correspondence-extension programs, a major and problem-ridden component of Soviet higher education and vocational-technical education. The first area under item 9 (Technical Facilities) reflects the keen interest of the U.S.S.R. in U.S. technical advances in the programmed learning field. Some of the delegations, although planned and listed in agreements, were not actually sent to the United States. They remain, however, a reflection of Soviet interest.

Each delegation averages three to five persons who stay in the United States for 3 to 4 weeks. The period is long enough for "familiarization," for extended travel and visits to a variety of institutions, and for numerous observations and discussions. It is too short a time for substantial study, but a great volume of current publications and data is collected which is analyzed, digested, and disseminated at home. A recent trend, particularly in education research visits to eastern European countries, is towards longer trips, presumably by individual scholars for a period of several months.

Multilateral Contacts

In addition to bilateral academic exchanges, the U.S.S.R. maintains multilateral contacts in the fields of education, science, and culture. It participates in various international programs through its membership in the Paris-based United Nations Educational, Scientific and Cultural Organization (UNESCO) and in other international bodies.

UNESCO

The Soviet Union not only has a U.S.S.R. National Commission for UNESCO, but also Ukrainian and Belorussian National Commissions for UNESCO, paralleling its representation in the United Nations.

The U.S.S.R. has been a regular contributor to UNESCO publications on education since it joined UNESCO in 1954. As do other member states of UNESCO, it contributes an annual national education report which is included in the *International Yearbook of Education,* published jointly by UNESCO and the International Bureau of Education in Geneva. It also supplies information for UNESCO's annual volume, *Study Abroad.* Like its internally published statistics, the data the U.S.S.R. supplies UNESCO are frequently incomplete in certain areas. The gaps are readily apparent when its data are compared with statistical series reported by other member states.

The U.S.S.R. has contributed useful monographs to UNESCO's *Educational Studies and Document* series, including *Technical and Vocational Education in the U.S.S.R.: a Bibliographical Survey* (1959) and *Higher Education in the U.S.S.R.* (1961). It has also contributed the substantial works, *Polytechnical Education in the U.S.S.R.* (1963) for UNESCO's *Monographs on Education* series, and *Educational Planning in the U.S.S.R.* (1968), a publication of UNESCO's International Institute for Educational Planning.

The U.S.S.R. has participated in various UNESCO projects such as those concerned with worldwide eradication of illiteracy and with access to higher education.

In the late 1950's, the UNESCO Secretariat requested the National Commission of the U.S.S.R. for UNESCO to supply information on work in the U.S.S.R. to eradicate illiteracy. This request resulted in an issue of UNESCO's journal *Fundamental and Adult Education* (Vol. XI, No. 3, 1959) devoted to the subject. In the early 1960's, the Soviet delegations participated in various UNESCO conferences on illiteracy.

A Soviet educator was a member of the international commission of experts for the 1960–62 international study of university admissions, the first major project carried out under the joint UNESCO-International Association of Universities research program in higher education. An education delegation headed by the U.S.S.R. Minister of Higher and Secondary Specialized Education participated in the first conference of ministers of education of European member states of UNESCO (held in November 1967 in Vienna), concerned with the problems of access to higher education. Along with other European member states, the U.S.S.R. supplied background data for the conference, which later appeared in the UNESCO publication *Access to*

Higher Education in Europe: Comparative Background Documents and Report of the Conference (1968).

The U.S.S.R. has also contributed to some extent to UNESCO's program for educational assistance to developing countries by providing scholarships for study in the U.S.S.R. and by supplying consultants, experts, and equipment for establishing educational institutions under UNESCO support in developing countries.

Other U.N. Specialized Agencies and Components

The U.S.S.R. is a member of the following United Nations specialized agencies and components:

1. Bureau of Technical Assistance of the U.N.
2. Economic and Social Council
3. International Atomic Energy Agency
4. International Labor Organization
5. Trusteeship Council
6. Universal Postal Union
7. World Health Organization
8. World Meteorological Organization

Some of the activities of these organizations relate indirectly or directly to international education. For example, the international conventions of the International Labor Organization fixed minimum ages for industrial and nonindustrial employment of children (ratified by the Soviet Union in 1956). Also, the series of *World Directories* (*World Directory of Medical Schools, . . .* of *Dental Schools, . . .* of *Schools of Pharmacy, . . .* of *Schools of Nursing, . . .* of *Veterinary Schools*) was published in the 1960's by the World Health Organization. To this series, the Soviet Government contributed information on administration and requirements, course curriculums, and lists of schools in the U.S.S.R.

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3. Training of Foreign Students

Through the mid-1950's, the number of foreign students in the U.S.S.R. was relatively small, ranging from 5,000 to 10,000 each year during 1950–55. Of these, the number from non-Communist countries was infinitesimal. Students in the U.S.S.R. from non-Communist Asia, Africa, and Latin America (who would number in the thousands in the 1960's) totaled under 50 in 1956–57.

The most significant program for the 1950's was related to Communist China. A substantial flow of Communist Chinese students went to the U.S.S.R. between 1950 and 1957, by 1955 numbering 1,800 to 1,900 each year. A Soviet source[1] reports that between 1951 and 1962 some 11,000 Chinese students and trainees studied in Soviet institutions of higher education, and that the Soviet Union defrayed half their expenses.

American Professor Theodore Chen reports that the Communist Chinese Government designated the course of studies for each student and that Chinese students were under the close supervision of the Chinese Embassy in Moscow.[2] About 70 percent of the Chinese students studied science and engineering, and were generally reported to be serious and disciplined students who stuck closely to their studies and did not mix much with Russian students.

Along with the increasingly strained relations between Communist China and the U.S.S.R. in the late 1950's and subsequently, there was a sharp dropoff of the program and a general exodus of Chinese students from the U.S.S.R. The last group was recalled in 1966.

In the 1960's, the Soviet Union moved into the ranks of countries with programs of studies for substantial numbers of students from all over the world. According to a recent UNESCO report, based on data of the mid-1960's, the U.S.S.R. ranked among the five main contributors to the worldwide process of international education (United States of America, France, Federal Republic of Germany, U.S.S.R., and United Kingdom), which among them were responsible for about 50 percent of all foreign student enrollments.[3] The U.S.S.R. ranked fourth in foreign students (21,000) in a list headed by the United States (100,000). Of the 21,000

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[1] Radio Moscow, Aug. 23, 1970, as reported in Foreign Broadcast Information Service. *Daily Report.* Aug. 27, 1970.

[2] Theodore Chen, "International Aspects of Education in Communist China," *Phi Delta Kappan.* Jan. 1970, pp. 252–53.

[3] UNESCO. *Study Abroad XVIII, 1970–71, 1971–72.*

foreign students in the U.S.S.R. in the mid-1960's, about 11,000 were from the other Communist countries, about 10,000 from Asia, Africa, and Latin America, and less than 200 from the West.

By the end of the 1960's, the number of foreign students in the U.S.S.R. was well over 25,000 (of which more than 13,000 were from other Communist countries and about 11,000 from Asia, Africa, and Latin America). This increase was apparently caused largely by the influx of students from North Vietnam and the Arab countries.

There are at least 75 Soviet higher education institutions (or *VUZy,* to use the Russian acronym) open to foreign students. They comprise about 10 percent of the total *VUZy* in the U.S.S.R. These include universities, specialized engineering and agricultural institutes, medical and chemical institutes, and others. Foreign students tend to be concentrated, however, in those schools which have preparatory faculties that provide concentrated Russian language training prior to regular course work, such as the State Universities of Moscow, Leningrad, Kiev, and Tashkent, and large engineering institutes in Moscow and Leningrad.

Higher Education Programs

Foreign students at Soviet higher education institutions (*VUZy*) are generally admitted under bilateral exchange agreements with other countries, in which the home governments have some role in selecting and

Foreign students using a programed testing device for a Russian-language course at Peoples' Friendship University, Moscow

screening students. Admission requirements for 1st-year undergraduate students include completion of secondary education and age limits of 17 to 35.

Foreign students are admitted to *VUZy* from Communist and non-Communist countries and from developing and developed countries. After a preparatory year of language study (unless they know Russian), the majority of foreign students take the standardized courses in each field of specialization together with Russian students in the same classrooms.

About 60 percent of the foreign students study engineering; 25 percent, social and physical sciences and humanities; and 15 percent, agriculture, medicine, fine arts, and education. The courses are generally 4 to 5 years in length, covering the regular course curriculum, in addition to a preparatory year for intensive Russian language training and study of some subjects as preparation for the selected field of specialization.

On successful completion of the course of studies, foreign students receive a diploma in the field of specialization, which is equivalent to an undergraduate degree. Students who complete graduate study and present a thesis are awarded a Candidate of Science (*Kandidat nauk*) degree. Graduate study extends from 1 to 3 years, and is equivalent to something between a master's and doctorate degree.

The higher education training which foreign students receive in the U.S.S.R. has the major characteristics of the Soviet higher education system, i.e. it is Party- and Government-controlled, highly specialized, and includes elements of Communist indoctrination and practical training (as well as theoretical studies) in the field of specialization.

Peoples' Friendship University Programs

The largest single center for training foreign students in the U.S.S.R. is Peoples' Friendship University (also called Lumumba University) in Moscow. It currently trains more than 3,000 students from over 80 countries. It is different from regular Soviet higher education institutions (*VUZy*) in the following ways:

1. It admits foreign students from developing countries only — i.e., from Asia, Africa, and Latin America. It does not admit students from developed countries or from Communist or non-Communist Europe. A small percentage of Russian students are admitted (perhaps 10 percent of the total student body) who presumably will go on to government or professional work related to developing areas.
2. Its regulations allow for admission of students who have not completed secondary education and students who have not been sent through bilateral government agreements. Admission is thus open to students directly selected by Soviet agencies who have not had the opportunity to complete necessary education in their home countries or are of lower caliber but ideologically more acceptable than foreign students at Soviet *VUZy*.
3. Although the Soviet Government bears the costs both of building and building maintenance and also of student instruction, scholarship, and maintenance, other Soviet agencies have a major role in university policy matters and appointments. These agencies are the Soviet Committee of Solidarity of Asian and African Countries, the Union of Soviet Societies of Friendship and Cultural Relations with Foreign Countries, and the

All-Union Central Council of Trade Unions. (Regular Soviet universities are under Central or Republic Government ministries of higher education.)

4. The course curriculums are about a year less in duration than at Soviet *VUZy*. In the six specialized faculties (agriculture, economics-law, engineering, history-philology, medicine, and physics-mathematics-natural sciences), students study more practical or more narrow aspects of the field of specialization than at *VUZy*.
5. As a reflection of its special status, it is not listed in the annual official handbook of the U.S.S.R. Ministry of Higher and Secondary Specialized Education (*Spravochnik dlia postupaiushchikh v vysshie uchebnye zavedeniia SSSR*) along with all the 700-plus Soviet *VUZy*.

Fields of Study

Specialized fields of study taught at the university in *engineering* include: machine construction, power machine building, industrial and civil construction, hydrotechnical construction (e.g. irrigation, hydroelectric power station, and river and ports engineering); geology, mining, and utilization of mineral resources, petroleum and gas.

In *mathematics,* specialization can be in differential equations, geometry and algebra, theory of probabilities and computer mathematics, and mathematical analysis, in *physics* — radio physics or theoretical physics; in *chemistry* — organic, inorganic, analytical, or physical chemistry; in *medicine* — general medicine, surgery, public health, or pharmacology.

In *agriculture,* studies can range from botany and plant physiology to zootechnics, or from horticulture to animal husbandry; in *economics,* from the planning of industry to the planning of agriculture. Study in the fields of *law* and *history* is focused on their international or global aspects, presumably from a Marxist-Leninist point of view. Programs in *Russian language and literature* allow for a specialization in literature and linguistics or in journalism.

Enrollments

The following tabulation shows foreign student enrollments at Peoples' Friendship University for school years 1960–61 and 1969–70:

Student Classification	*1960–61*	*1969–70*
Total	538	3,092
African	140	834
Arab	95	770
Latin American	191	964
Southeast Asian and Far Eastern	112	524

In 1970, Peoples' Friendship University celebrated its 10th anniversary announcing the graduation of 2,335 students in the first decade of its existence. As the preceding statistics on enrollments indicate, the largest number of students after a decade continued to be from Latin America and Africa, in that order. Arab countries displaced Asian countries in third place. Students from China (both Communist and non-Communist) and Japan are not enrolled in the university. Among the countries with largest enrollments are India (210), Chile (186), and Syria (143).

As was the case a decade ago, more than 75 percent of the students at Peoples' Friendship University are age 25 or under, and slightly less than 15 percent are women (they numbered 67 in 1960–61 and 447 in 1969–70).

Evaluation

Some of the strengths of Peoples' Friendship University as an academic institution for foreign students are the provision of round-trip air fare, free tuition and medical care, and stipends to meet students' living costs. The 1-year preparatory program, which includes intensive language training, is a valuable adjunct to the program, providing modern language laboratory equipment and personalized instruction for students in small groups.

Soviet sources cite the gearing of curriculum and course content to the needs of students from developing countries, and the producing of specialists with skills needed in students' home countries. For example, students of geology and mining may study prospecting problems in India and Africa, and the medical faculty of the school concerns itself with the study of tropical diseases. There is evidence, however, that in some cases home countries of students do not regard the training adequate for their needs.

The large dropout of students indicates some weaknesses of the program. Of the more than 500 admitted in 1960, only 228 were graduated in 1965. Even allowing for medical students, who would have graduated 1 year later in 1966, the dropout rate was about 50 percent. This might be caused by: (1) the substantial length of the program; (2) the probable dilution of quality of training, as compared to that received in regular higher education institutions; (3) the attempts to indoctrinate and to use students for political purposes — attempts which undermine their academic experiences, or; (4) the controls and restrictions of Soviet life, especially onerous to those from other cultures.

Other Programs

Foreign students, particularly those from developing countries, may also receive training in the U.S.S.R. below the higher education level. This training is given at various "secondary specialized educational establishments" or *tekhnikums* (vocational and technical schools) and at industrial and agricultural establishments. Many students also visit the U.S.S.R. for brief summer courses or youth activities.

The equivalent of 8 years of general education is required for admission to secondary specialized schools. The courses are of 3 to 4 years' duration. Other vocational courses are shorter. In 1969, the courses ranged from one for a group of Arabs training on Soviet fishing vessels to others for 300 Mongolian youths studying construction, dyeing, and woodworking in Novosibirsk technical schools.

Statistics on the numbers of foreign students receiving vocational training in the U.S.S.R. are fragmentary. A paper presented by the Soviet delegation to the Second International Congress of Africanists stated:

. . . The Soviet Union carries out a broad program of on-the-job training and probation for specialists and workers from developing countries at the 150 largest enterprises of the U.S.S.R. Over the five-year period (1962–1966) alone more than 6,000 specialists and workers from African countries went through on-the-job training courses in the Soviet Union.[4]

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[4] V. Thalnin and B. Ruvov. *Training of National Personnel for the Industry of African Countries and the U.S.S.R. Assistance.* Moscow: 1967. pp. 9–10.

4. Foreign Language and Area Studies

The context in which foreign language and area studies are carried out in Soviet schools is one of a single, dogmatic ideology, centralized, and authoritarian control, and national standardization. The school system serves as an ideological tool to strengthen the building of Communism. Foreign languages and social studies are important fields for the propaganda of Marxist-Leninist world views in the schools. Central control of elementary-secondary general education is exercised through a U.S.S.R. Ministry of Education in Moscow and ministries of education in each of the 15 Union-Republics of the U.S.S.R. Similarly, a U.S.S.R. Ministry of Higher and Secondary Specialized Education in Moscow and Republic counterparts direct activities of the 48 universities and the hundreds of specialized technical institutes at the higher and secondary education level. Parallel Communist Party organizations follow and control, in turn, the activities of the education ministries and departments as well as the schools themselves. National standardization with minor local modifications extend to syllabuses, curriculums, textbooks, teaching guides, 10-year school-leaving examinations, and admissions examinations to technical and higher schools.

Elementary-Secondary Education

Pupils enter the first grade at the age of 7 and are required to attend school through the eighth grade (the goal of the 1970's is to make 10 grades of schooling universal). Although there is some exposure to materials on foreign areas in earlier grades, foreign language and area studies may be said to begin formally in the fifth grade, when pupils at the age of 11 or 12 years begin to study a language (English, German, or French) and history and geography.

Classes meet for 45 minutes two or three times a week, generally in a system of lecturing and questions by teachers and responses by pupils. Teaching is supplemented by some use of audiovisual aids and by class trips to museums and historical sites. In the 10th grade, the school-leaving grade, pupils take what might be called a wrap-up course on Communist ideology and foreign areas. Called "Social Science," it is held twice a week.

History and Geography

History in the fifth grade focuses on ancient world history; geography includes physical geography and map reading. In the sixth grade pupils move on to medieval history; in geography, to the physical and political geography of the world, including the most important countries. After 2 years of the

history of the U.S.S.R., ninth and 10th grade pupils study the modern and contemporary history of foreign countries as well as the U.S.S.R. There is no geography in the ninth grade, but 10th grade pupils study the economic geography of the world, including characteristics of populations.

A specific example of the amount of classroom time devoted to foreign area studies and specifically to studying the United States is provided in the syllabus of the ninth and 10th grade history course.[1] In the ninth grade, modern foreign history is divided into two chronological periods. The first period, from the 17th to the 19th century, takes 35 hours of the curriculum; the second period, from the 1870's to the 1920's, takes 46 hours. China and India, as well as Western Europe and the United States, are briefly covered.

Of the total of 81 classroom hours in the ninth grade devoted to modern foreign history, 8 hours are devoted to the United States. The topics covered are the War of Independence of the English colonies in America and the formation of the United States (1 hour); the United States at the end of the 18th century and first half of the 19th century, and the Civil War in the United States (3 hours); and the United States at the end of the 19th and beginning of the 20th century (4 hours).

In the 10th grade history course, 50 hours are devoted to the contemporary history of foreign countries, and about 5 of these hours are devoted to the United States. The United States is studied within chronological headings covering general foreign areas in the syllabus. Of the 13 hours devoted to foreign countries from 1924 to 1939, 3 hours are devoted to the United States. World War II takes 4 classroom hours, with only brief passing references to the wartime role of the United States. The post-World War II period is discussed in 7 hours, 1 of which is devoted to the United States. The struggle of the two camps in the international arena, the "peace-loving nations" headed by the U.S.S.R. and the "imperialist, aggressive countries" headed by the United States, consumes 2 hours of the curriculum. Antagonism to the Western countries and particularly to the United States pervades the history syllabus.

Russian Language and Literature

Another course which exposes pupils to some extent to foreign areas is Russian language and literature, where the focus is on language through about grade 6, and shifts to literature thereafter. Some non-Russian works are included, as for example, American and British literature of the early 1900's or earlier. The upper grades are concerned with the ideological meaning of works of literature, from the Marxist-Leninist point of view.

Foreign Languages

Besides the regular schools which begin teaching a foreign language in the fifth grade, there is a fair number of schools which begin teaching a foreign

[1] Ministerstvo prosveshcheniia RSFSR. *Programmy srednei shkoly na 1965/66 uchebnyi god* (Ministry of Education RSFSR. Syllabuses of Secondary School for 1965/66 School Year). Moscow: "Higher School" Publishers, 1966.

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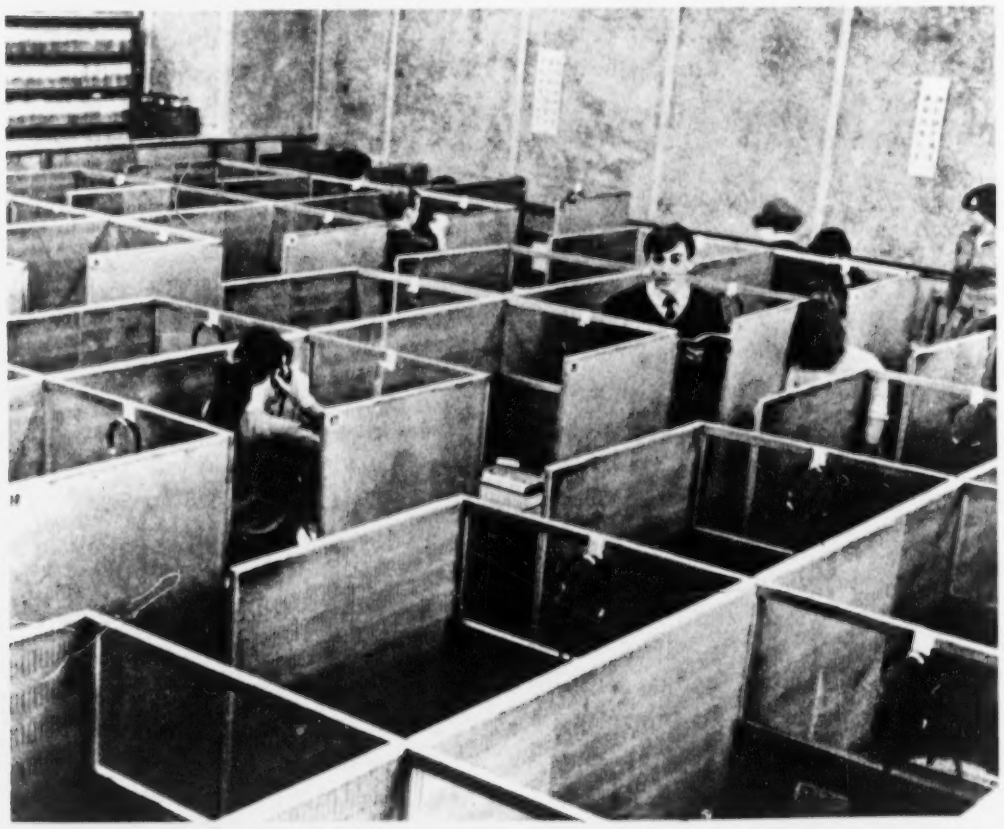
language in the second grade, and in some cases the first or third grade. These may be experimental schools attached to a research institute of the Academy of Pedagogical Sciences. Such schools, frequently boarding schools, also teach some regular subjects in the foreign language. The languages in these select schools are not only English, German, French, and Spanish (there are about 100 of these schools in Moscow) but sometimes Arabic, Hindi, Urdu, or other exotic languages (probably largely in major Soviet Central Asian cities).

Foreign language teaching in the Soviet 8-year and 10-year schools has been a subject of reform for the past decade. Attempts have been made to move away from the formal, abstract, analytical approach to language and towards the practical oral-aural approach emphasizing the spoken rather than the written language. Problems have continued to hamper change, such as the difficulty of change for teachers trained in the traditional, analytical method, shortages of audiovisual equipment in terms of the widespread distribution needed for the 100,000 8-year and 10-year schools in the U.S.S.R., and the limited opportunity for teachers to meet native-language speakers of foreign language.



Soviet students in a language laboratory at the Moscow Institute of Foreign Languages — from Soviet Life, December 1969

Examinations

National graduation examinations are held in the 10th grade in seven subjects or subject areas, including oral examinations in two which have foreign area components: (1) the history of the U.S.S.R. and social science and (2) the foreign language (English, French, or German). These standardized national examinations are published annually in pamphlets a few months before examination time, enabling teachers to drill students on the range of questions and types of questions.

The examination procedure is for each pupil, upon call, to go to the front of the room and select from a basket one card, or ticket, bearing the questions which he will answer. After he has had time to examine the ticket and reflect on the problems, he is asked to provide the answers orally and, when appropriate, on the blackboard. Answers are judged by the examination committee of the school, composed of the school director, teachers, and an official from the local district education department. The grade which the pupil receives may range from 5 (the highest mark) to 1 (the lowest); a grade of 3 is passing, but anything lower is not passing.

Each question in a foreign language has two parts: (1) reading and translating an unfamiliar text with or without a dictionary and answering questions related to text reading, and (2) conversing or discussing a specific theme. The appropriate themes listed in the examination pamphlet include "Our Native Land," "Our School," "Our Home and Apartment," "Sports," "Our Family," "My Friend," and "Seasons of the Year." One question which may be related to area studies is "Discussion of the Country of the Language Studied."

Indoctrination

Course Content. — In various subjects, the course content contributes to Communist indoctrination rather than international understanding. In history courses as early as the fourth grade, capitalist countries are portrayed as divided between the small group of exploiting monopolists and the millions of hungry, unemployed, exploited workers. Capitalist countries are portrayed as indifferent to the sick, the aged, and the invalid at home and as imperialist, antidemocratic, and war-provoking abroad. The United States is labeled as the chief aggressor country, ruthlessly and openly striving for world supremacy.

Geography courses in Soviet schools credit the United States with being the richest and most developed of the capitalist countries, but assert that the United States has achieved its position because it is the "largest exploiter and enemy of all nations and the bulwark of contemporary colonialism" (sixth-grade textbook). Geography textbooks assert that the well-built, well-equipped schools, hospitals, and houses in the United States are for a minority of Americans, the majority having little or no access to such facilities.

"International Upbringing." — One of the State's concerns for schoolage youngsters is a proper "international upbringing" (*mezhdunarodnoe vospitanie*).

This is achieved not only in the formal school subjects and school environment, but also in the "pioneer palaces," "pioneer houses," and other extracurricular youth group activity centers. ("Pioneer palaces" are elaborate youth centers in big Soviet cities; "Pioneer houses" are smaller youth centers found in most Soviet cities and towns.)

The primary function of "international upbringing" is to serve the Communist movement called "international proletarianism," better known by the the slogan "Workers of the World, Unite!" Recently the familiar slogan was "enriched." As reported by the Soviet Government newspaper, *Izvestia* (January 10, 1970):

> "Now," the CPSU Central Committee theses observe, "the international communist movement, true to the ideas of Marx, Engels and Lenin, has formulated a new slogan, answering the contemporary, enriched conception of revolutionary proletarian internationalism: People of the socialist countries, proletarians, all democratic forces in the countries of capital, liberated and suppressed peoples, unite in the common struggle against imperialism for peace, national independence, social progress, democracy and socialism!"

"International upbringing" by teachers and others responsible for developing the thinking of pupils involves the promotion of the world organization of the "proletariat" against foreign systems which are not Communist, rather than the promotion of international understanding. By State directive, "Clubs of International Friendship," in schools and pioneer palaces, must be political in content and contribute to the State's international, political, and ideological objectives.

Higher Education

Foreign language is a general requirement in the U.S.S.R. both for admission to a higher educational institution and as a subject in the standardized higher education curriculums. The higher school entrance examination is similar to the 10-year school-leaving examination in testing English, German, or French in speaking, reading, and translating. And like that examination, it is distributed in pamphlets or handbooks well ahead of time, so that students may study the types of questions to be asked in a given year. The higher school examination is more concerned, however, with the analytical approach to language. Major sections are devoted to morphology and syntax.

Regardless of field of study in higher education, foreign language is a required subject. Except for students specializing in language, students in universities and in law institutes generally have the heaviest language load; typically study the language four times a week for 2 years. Students in pedagogical (teacher-training) institutes have the lightest load, twice a week for 2 years. Engineering and medical students fall somewhere between the two.

Unlike examinations at the end of secondary school, the State examinations at the completion of higher education do not include a foreign language examination except for language specialists. The State examination for admission to graduate studies (called *aspirantura*), however, includes one

foreign language. Spanish or Italian is acceptable, as well as English, French, and German.

Many of the university foreign language departments are well-equipped with language laboratories, somewhat old-fashioned and uneven quality tape recorders, training films, and auxiliary instructional materials. In English language laboratories, the voices on records and tapes which are faithfully mimicked use the Oxford pronunciation of British English. Teachers also carefully instruct in Oxford British intonation and inflection. Some graduate students make an effort to learn to communicate in American English patterns, but they are a very small minority.

Foreign Language Specialization

Specialization in foreign languages may be accomplished in 5-year curriculums either at universities which train philologists and others who may become college-level instructors, or at pedagogical institutes which generally train secondary school teachers. There are 11 pedagogical institutes in the U.S.S.R. specifically concerned with training foreign language specialists. They are in the cities of Alma-Ata, Erevan, Gorkiy, Gorlovka, Irkutsk, Kiev, Minsk, Moscow, Piatigorsk, Tashkent, and Tbilisi. They are under the jurisdiction of the ministry of education or ministry of higher education of the particular Republic in which they are located.

All of these "Pedagogical Institutes of Foreign Languages" have, besides regular full-time day programs, divisions for correspondence-extension training, and some have evening divisions. The Moscow and Gorkiy Pedagogical Institutes of Foreign Languages have special "faculties" (major subdivisions of Soviet higher education institutions) for training translators and interpreters who are separate from the faculties which train teachers.

The institutes typically focus on training in languages of worldwide importance — English, French, German, and Spanish. They require students to master at least two languages. The most broadly developed program is in the Moscow Institute, which has a student body of 7,000 and a teaching staff of 700. One thousand of the students take the 5-year curriculum of the Translation Faculty, described by its dean as follows:

> Approximately a third of the course of study is devoted to general subjects. They include political economy and philosophy, history, geography, the political and state structure of the country whose language is being studied, international and economic relations, Russian, Soviet and the corresponding national literature. Some of these subjects (the political and state structure of the country and its literature) are taught in the foreign language.
>
> The major part of the course of study is professional-linguistic preparation. In the first two years the students are taught general linguistics, a foundation for a stable knowledge of the language, both written and oral.
>
> The third stage is, in a sense, transitional to the next stage. Here students consolidate and perfect their knowledge of the language. Theoretical (summarizing) courses are given in the form of lectures on the history of the language, lexicology, grammar and phonetics. Simultaneously they take a theoretical (preliminary) course on the theory of translating.
>
> The fourth and fifth years are devoted to practical preparation. Here the students study (with teachers and independently) all aspects of translation: written and oral, from a foreign language into Russian and from Russian into a foreign language. In the fifth year the

student chooses one of the areas of translation to specialize in. Studies end with state examinations and the presentation of an independent graduation translation. . . . Depending on the language with which teaching begins (foreign language of the first specialty), the department is divided into five sections: English, French, Spanish, German and Italian (the sections are listed here according to the number of students).

However, our students must know two foreign languages. They begin learning a second foreign language a year and a half after they enter the institute. Our foreign languages of the "second speciality" are: in the English section — French, Spanish, German, Italian, Swedish, Danish, Portuguese and Arabic; in the French section — English and sometimes German and Spanish; in the Spanish section — English and more rarely French; in the German section — English, and in rare cases French; and in the Italian section — English as a rule. Consequently, up to from 85 to 90 per cent of the students of our department study English either as the first language (50 per cent of all the students) or as the second (35–40 per cent). The ratio reflects current needs.

Apart from the two obligatory languages, capable students may take, optionally, a third and even a fourth, which have the legal status of a foreign language of the second specialty and are so entered on the student's diploma. In recent years many of our graduates received diplomas listing three and four foreign languages.[2]

Communist indoctrination, including that on foreign areas, is provided within the category "general subjects" cited in the above quotation. The ideological courses required of all students in Soviet higher education are entitled "History of the Communist Party of the Soviet Union," "Political Economy," "Dialectical and Historical Materialism," and "Fundamentals of Scientific Communism."

Something of the flavor of the approach to foreign area studies in these courses may be gleaned from two quotations from course textbooks.

> In a number of capitalist countries, the working class, with the assistance of the Social-Democratic parties, secured some improvement in its economic conditions and won certain rights and democratic liberties within the limits of the dictatorship of the bourgeoisie. But the working class paid a high price for all that -- the retention of power by the bourgeoisie, the preservation of an exploiting society, the preservation and intensification of the danger of war, ruinous crises, unemployment, and attendant hardships for the mass of the people. Moreover, whenever there is a serious complication of the economic situation, the ruling classes of exploiters deprive the working people of the material benefits and sociopolitical rights they have gained, and throw back the masses for whole decades.[3]
>
> * * * * * * *
>
> The level of wages [in capitalist countries] is established in consequence of a bitter class struggle between the proletariat and the bourgeoisie. Where the workers reveal stubbornness and determination in strikes, the capitalists are often forced to meet their demands and increase their wages. The struggle of the working class to improve their living conditions has recently been on a very broad scale in the most important capitalist countries — the U.S.A., Britain, France, Italy, West Germany and Japan. In 1949, the number of workers involved in economic and political strikes was 41 million, in 1960 — 54 million, and in 1961 — over 70 million. History will always remember the mass action taken by the French, Italian, Belgian, American and British workers. The struggle of the working class in the capitalist countries for their economic and social rights is becoming more and more acute.
>
> The economic struggle of the proletariat is of great importance. Yet while recognizing this fact, Marxism-Leninism teaches us that alone it cannot free the workers from exploitation.

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[2] Dean Valentin Kuznetsov. "Translating is No Simple Skill," *Soviet Life.* Dec. 1969.

[3] B. N. Ponomaryov et al. *History of the Communist Party of the Soviet Union* (2d, revised edition). Moscow: Foreign Languages Publishing House, about 1962. p. 760.

> The abolition of the capitalist mode of production through revolutionary, political struggle can alone put an end to the conditions that give rise to the economic and political oppression of the working class.[4]

Foreign Area Specialization

Students in Soviet universities can concentrate on foreign areas by specializing in foreign languages and literature, area studies, and to some extent social sciences. Available specialties in higher education are announced through a four-digit coding system, by which students are admitted, enrolled, and given job assignments after graduation. Pertinent specialties preceded by their offical code numbers are as follows:

1731 International economic relations
1802 International relations
2003 Slavonic languages and literature
2004 Romance and Germanic languages and literature
2005 Oriental languages and literature
2007 Area studies on foreign countries of the East
2008 History
2010 Political Economy
2024 Anthropology
2029 History of the Arts
2030 Geography

The specialization "Area Studies on Foreign Countries of the East" presumably relates to the 10 "Eastern" areas available for undergraduate study in the Institute of Eastern Languages attached to Moscow State University. These areas (in the order given for the Institute's curriculum) are China, Japan, Korea, India, Arab countries, Iran, Turkey, Indonesia, Vietnam, and Africa. The 6-year curriculum of the Institute of Eastern Languages requires study both of two Eastern languages and one Western language and also of the literature, physical and economic geography, history, and economy of the specific countries in which students are concentrating.

A higher education institution concerned with graduate study in international relations and related fields is the Moscow State Institute of International Relations. The fields of specialization available at the Institute are the following:

Chinese linguistics
Economics of colonial and dependent countries
Economics of imperialist countries
History of international relations and foreign policy
History of modern times
Indian philology
International law
International trade and foreign trade of the U.S.S.R.
State law of bourgeois states

Graduate study, called the *aspirantura* (and the students taking it, the *aspiranti*), takes up to 3 years in programs individually arranged by the

[4] P. Nikitin. *Fundamentals of Political Economy* (revised). Moscow: Foreign Languages Publishing House, early 1960's. p. 81.

Institute department concerned. Final examinations and a dissertation are required. Graduates in the language, literature, and social science fields as well as the physical sciences receive the degree of *Kandidat nauk*, or candidate of sciences.

A list was published in 1969 of dissertations on teaching methods in history and social sciences defended between 1957 and 1968.[5] Of the 55 dissertation topics listed, 14 clearly had an international or foreign areas dimension, most frequently related to developing a Communist or materialist world view in pupils.

Some of the dissertation topics with the higher education or research institution in which they were defended, follow:

1. "The Teacher's Work in Shaping the Scientific World View of Fifth to Eighth Graders in Connection with the Teaching of History" at the Kazakh State Pedagogical Institute, in Alma-Ata. (1965)
2. "Leninist Teachings on Imperialism in a School Course in Modern and Contemporary History" at the A.I. Herzen State Pedagogical Institute, in Leningrad. (1966)
3. "Shaping the Communist World View of Upper Graders (with Materials Used in Studying History and Social Science)" at the Scientific Research Institute of General and Polytechnical Education, in Moscow. (1967)
4. "Shaping a Materialist Interpretation of History in Students in Studying the History of the Middle Ages" at the Azerbaidzhan State Pedagogical Institute, in Baku. (1967)
5. "Interrelation of the History of Foreign Countries and the History of One's Own Country" at the Scientific Research Institute of General and Polytechnical Education, in Moscow. (1968)

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[5] The list was published in *Prepodavanie istorii v shkole* (Teaching of History in the School), 1969 No. 1. (One of a series of professional education journals on various school subjects. Published monthly in Moscow.)

The list was translated in *Soviet Education*, Vol. XII, No. 1, Nov. 1969. (A journal of English translations from Russian language Soviet education publications. Published monthly in White Plains, N.Y., by the International Arts and Sciences Press.)

5. Research on Foreign Countries

The major Soviet institution for physical and social science research is the U.S.S.R. Academy of Sciences which has branches and affiliates throughout the Russian Republic and which directs counterpart Academies of Sciences in the non-Russian Republics.[1] The Academy is under the U.S.S.R. Council of Ministries and under the central Communist Party as well as central Government control.

The controlling body within the U.S.S.R. Academy of Sciences is its Presidium headed by the President of the Academy. The Presidium has three sections: (1) physico-technical and mathematical sciences; (2) chemico-technological and biological sciences; and (3) social sciences, which includes the Academy's programs of research on foreign countries. The sections are headed by vice-presidents of the Academy and section members are academic secretaries of section divisions. The four social sciences divisions are history, philosophy and law, economics, and literature and language.

Under the social sciences section and its four divisions are the various scientific research institutes and scientific councils concerned with research in their assigned fields, including foreign area research.

Among the bodies attached to the History Division which are concerned with foreign area research, are the Institutes of Archaeology, World History, Slavonic Studies and Ethnography, and the Scientific Councils for Oriental Studies, Slavonic Studies, U.S.S.R. Foreign Policy, and History of Socialism and Communism.

The Economics Division has under it Institutes of Africa, Latin America, United States of America, World Economics and International Relations, Economics of International Socialism, and International Working-Class Movement. It also has among its scientific councils one on "Economic Competition of the Two Systems [Communist and Capitalist] and Underdeveloped Countries."

The Philosophy and Law Division has attached to it Soviet Associations of International Law, Political Science, and Sociology, and a Commission on Legal Problems of Space. The Literature and Language Division has the A. M. Gorkiy Institute of World Literature, and Scientific Councils on Development of Contemporary World Literature and on Development of National Languages in Developing Socialist Nations. It also has a Department of Foreign Languages.

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[1] The non-Russian Republics are the 14 constituent Republics of the U.S.S.R. other than the Russian SFS Republic.

The Academy has a substantial interest not only in research on foreign countries, but also in scientific and other research on various subject fields with which it is concerned within foreign countries. The administrative apparatus of the Academy's Presidium includes a Foreign Department and a Department of Scientific Relations with Socialist Countries, and one of the Academy's committees is a Committee for International Scientific Relations. The Academy and its components are very active in collecting foreign research data, through international and other conferences, exchange visits of its scientific personnel, and publication acquisitions by its libraries.

Developing Countries

Among the institutes of the Academy of Sciences, the Institute of Ethnography has had a long-established interest in developing countries. Founded in 1937, it does research on the origin of man and the history of primitive society and on cultural and ethnic processes both within the U.S.S.R. and among peoples of developing countries. Other institutes which perform research on developed and developing countries with primary emphasis on the former are discussed in the next section.

For the past decade, the U.S.S.R. Academy of Sciences has had a separate research institute for each developing area — Africa, Asia and the Middle East, and Latin America. Each of these institutes carries out a program of studies on its region of the world in the fields of contemporary politics and economics and in the histories and cultures of the peoples. Each also serves as a resource to the Soviet State for propaganda materials contrasting Soviet contributions to the given area with "exploitation" by Western countries and for Communist versions of historical and current developments in each area.

Institute of Africa

The first of the three world regional institutes, the Institute of Africa (*Institut Afriki*), was founded late in 1959 under the direction of I. I. Potekhin, Doctor of Historical Sciences, dean of Soviet Africanists, and former head of the Moscow Branch of the Institute of Ethnography. Under Dr. Potekhin (who died in 1964), the Institute of Africa was divided into three departments: history, culture, and modern social and economic problems. The range of studies at that time was focused on the colonial period in sub-Saharan Africa, the collapse of imperialism, and problems of emerging African states.[2] In 1965 priority areas for Institute research included the appearance of new political-economic-social structures on the African continent and ideological aspects of the class struggle in Africa.

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[2] For further information on the Institute of Africa and Soviet research on Africa during this period, see: Seymour Rosen. *Soviet Training Programs for Africa* (Studies in Comparative Education OE-14079). Washington: Government Printing Office, 1963. A notice in *Progress Report*, No. 1, Nov. 1965, International Documentation Centre, Ab-Tumba, Sweden, cites a selective list of works of Soviet scholarship on Africa compiled by Dr. D. L. Morrison, Central Asian Research Centre, London.

A 1969 Soviet publication (in the English language) describes the Institute's organization as follows:

> At present the Institute of Africa has sectors engaged in research on history, culture and education, social and political problems, international relations, general economic development, economic and scientific-technical cooperation between the USSR and African countries, the newly independent countries, problems of southern Africa. The institute also has a sector of documents and scientific information, a library and annals of African studies.[3]

Studies are developed not only by senior and junior researchers but also by graduate students working on and defending their dissertations for degrees at the Institute. This kind of graduate training is a typical adjunct to the activities of research institutes of the Academy of Sciences. Examples of two topics of dissertations in 1967 at the Institute of Africa are "The National Liberation Movement in French Sudan and Formation of the Republic of Mali, 1945–1960" and "Ghana on the Road to Independence, 1945–1958."

Other Soviet institutions participating in research on Africa — ranging from linguistic and folklore studies and preparation of Russian-African language dictionaries to geographic-demographic studies and encyclopedias on Africa — are the Institute of Ethnography, the Institute of Geography, the Chairs (subdepartments) on Africa at Moscow and Leningrad State universities, and the Institute of World Economics and International Relations.

The national conferences in which Soviet Africanists have been engaged and have presented area studies papers in recent years indicate a broad range of subject matter and research institutions involved. A few samples are: (1) a conference on research into African literature, held in November 1966 at the Academy of Sciences Institute of World Literature; (2) another on "the problems of history of the countries of Asia and Africa," held in December 1966 at the Institute of Eastern Languages of Moscow State University; and (3) one on "contemporary problems of development and distribution of productive forces in Africa," held in Leningrad in February 1969, and jointly sponsored by the U.S.S.R. Geographical Society, the Geography Institute and Institute of Africa of the U.S.S.R. Academy of Sciences, and the Leningrad Pedagogical Institute.

Soviet Africanists also present papers at international conferences specifically concerned with the present state of African studies, such as the conference sponsored by the Africa Studies Association in Washington, D.C., October 1962; another in Accra, Ghana, December 1962; and one in Moscow October 1969. This Moscow conference, under the general theme "Lenin and Present-Day Africa," included presentation of 130 papers, many of them probably more propagandistic than academic in nature. It covered such topics as problems of the development of classes in Africa, the struggle for a noncapitalist road of development, and the activities of political parties.

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[3] Institute of Africa. *Survey of African Studies in the Soviet Union.* Moscow: "Nauka" (Science) Publishing House, 1969. p. 12.

Institute of Oriental Studies

Located in Moscow, the Institute of Oriental Studies, or Institute of Eastern Studies (*Institut Vostokovedenie*), has a branch in Leningrad. Until February 1969, it was known as the Institute of Asian Peoples (*Institut narodov Azii*), which had been created in 1960 by merging the former Institutes of Sinology and Oriental Studies.

The Institute is concerned with the history, culture, modern development, and economy of countries and peoples of the Near, Middle, and Far East.[4] Its assigned subjects of research include imperialism, colonialism, the national liberation movement, and the current status of the countries of its area. Eastern political and economic developments are presented in research papers, as well as propaganda tracts from the prescribed Marxist-Leninist point of view. In preparation of papers and conferences, the Institute's researchers may collaborate or exchange data with colleagues in the State universities, including those in the Soviet Caucasus and Central Asia.

Together with the Institute of Africa, the Institute of Oriental Studies publishes the bimonthly research journal *Narody Azii i Afriki* (Peoples of Asia and Africa). Other Soviet journals which cover both areas are *Sovetskaia etnografia* (Soviet Ethnography), published by the Academy of Sciences' Ethnographic Institute, and *Sovetskoe vostokovedenie* (Soviet Eastern Studies, or Soviet Oriental Studies).

Presumably researchers at the Institute of Oriental Studies were among the group of "well-known Sinologists" who wrote a series of Soviet pamphlets in 1969 devoted to a criticism of the theory and practice of Maoism and the foundations of Communist China's domestic and foreign policy. The tenor of the pamphlets is suggested in some of the titles: "Nationalism and Chauvinism—The Basis of the Mao Tse-Tung Group's Policy," "Classes and the Class Struggle in a Distorted Mirror," and "The Anti-Marxist Essence of Mao Tse-Tung's Philosophical Views."

Published books of the Institute of Oriental Studies in 1969 included the following:

1. *Afghan Village, A Rural Commune and Stratification of the Peasantry* (*Afganskaia derevnia. Sel'skaia obshchina i rassloenie krest'ianstva*) by A. D. Davydov.
2. *Ancient Egyptian Sculpture in the State Hermitage Collection* (*Drevneegipetskaia skul'ptura v sobranii Gosudarstvennogo Ermitazha*) by I. A. Lapis and M. E. Mate.
3. *Iraq and the Years of the English Mandate* (*Irak v gody angliiskogo mandata*) by A. M. Mentashvili (published in collaboration with the Institute of Oriental Studies of the Georgian S.S.R. Academy of Sciences).
4. *The Workers' Movement in China, 1945–1949. Documents and Materials* (*Rabochee dvizhenie v Kitae 1945–1949 gg. Dokumenty i materialy*).

Institute of Latin America

Established in Moscow in 1962, the Institute of Latin America (*Institut Latinskoi Ameriki*) is concerned with research and training of specialists on the

[4] Recent Soviet writings on the area are described in several articles by Hubert Evans, in various issues of the English journal *Central Asian Review* during 1967 and 1968.

area's history, economy, social, and cultural problems. In January 1970, a bimonthly professional journal of the Institute was initiated to feature articles in economics, politics, and ideology in the countries of Latin America and the impact of Lenin's ideas on the revolutionary movement in those countries. Emphasis was to be placed also on "the national liberation movement in the Western Hemisphere."[5]

A 1969 publication of the Institute (written by Iu A. Fadeev) was entitled *Revolution and Counter-Revolution in Bolivia* (*Revolutsiia i kontrarevolutsiia v Bolivii*).

Developed Countries

Soviet research on developed countries is carried out in several institutes of the U.S.S.R. Academy of Sciences, including the Institute of World History, the Institute of World Economics and International Relations, the Institute of Geography, and the Institute of the United States of America.

Each of the institutes of the Academy of Sciences has a special library for its own researchers, and the Academy has a Social Sciences Library to meet general research needs and to exchange literature with some 1,200 institutions in 70 foreign countries. The Soviet Union has a number of other large, excellent libraries with international collections, including the Lenin Library in Moscow and the Saltykov-Shchedrin Library in Leningrad.

The All-Union Institute of Scientific and Technical Information, coadministered by the U.S.S.R. Academy of Sciences, provides a centralized information and abstracting service for Soviet scientists and engineers on current developments and publications around the world in their specialized fields.

Institute of World History

Founded in the 1930's, the Institute of History (from part of which the Institute of World History later developed) was set up in Moscow with a branch in Leningrad. It has been concerned with the history of the U.S.S.R., of foreign countries at different periods, and of workers' movements. Among its monthly publications, which include articles on developed countries, have been *Voprosy istorii* (Problems of History) and *Novaia i noveishaia istoriia* (Modern and Recent History). Early in 1969, two new institutes emerged from the Institute of History: the Institute of the History of the U.S.S.R. and the Institute of World History.

The research responsibilities of the recently established Institute of World History (*Institut vseobshchei istorii*) were described by its director, Academician E. M. Zhukov, at a session of the Social Sciences Section of the Presidium of

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[5] TASS report, 19 Jan. 1970. For surveys of Soviet scholarship on Latin America, see: "The Development of Soviet Studies on Latin America," in *Studies of the Soviet Union,* Vol. VII, No. 3, 1968; and "Studies on Latin America by Soviet Political Economists," in *Studies of the Soviet Union,* Vol. VIII, No. 2, 1968, an issue devoted entirely to the Soviet Union and Latin America. Both articles are by T. Gregory Oswald of the University of Arizona, who has also translated a Soviet survey by V. V. Volsky, Director of the Institute of Latin America, entitled "The Study of Latin America in the U.S.S.R.," in *Latin American Research Review,* Vol. III, No. 1, 1967. *Studies of the Soviet Union* is published by the Institute for the Study of the U.S.S.R. in Munich, Germany.

the U.S.S.R. Academy of Sciences.[6] The responsibilities included defense of Marxist historiography and "buttressing its methodological position in the struggle with bourgeois historiography," historical analysis of the transition to socialism and communism, theoretical problems of the world historical process, and, more specifically, preparation for the world congress of historians scheduled to take place in Moscow in the fall of 1970. Topics developed for the congress were slaveholding in history, nationalism and class struggle, and feudalism as a social phenomenon and mode of production. Zhukov enjoined Soviet scholars to lend support at the congress to the speeches of foreign Marxist historians. Institute scholars were enjoined to pay particular attention to the topic "Lenin and Historical Science."

The Central Committee of the Communist Party of the Soviet Union also outlined the problems on which the Institute would concentrate, including the history of the world socialist system and, "in the period of the general crisis of capitalism," the history of developed capitalist and developing countries.

A book, published by the Institute of World History in 1969, by A. I. Klibanov, was entitled *Religious Sectarianism and the Present, A Sociological and Historical Outline* (*Religioznoe sektantstvo i sovremmenost'. Sotsiologicheskie i istoricheskie ocherki.*).

Institute of World Economics and International Relations

Founded in Moscow in 1936, the Institute of Economics in the past followed foreign as well as domestic economic problems and planning. In 1956, research on non-Communist countries was assigned to a newly established Institute of World Economics and International Relations (*Institut mirovoi ekonomiki i mezhdunarodnykh otnoshenii*). In 1960, the Institute of Economics of the World Socialist Systems was established to follow economic developments in other Communist countries and economic cooperation between Communist countries.

The Institute of World Economics and International Relations follows economics and politics in capitalist countries and studies development problems of economically underdeveloped countries, economic competition between Communist and non-Communist systems, and the "position and struggle" of the working class in capitalist countries.

The chief monthly journal of the Institute of Economics is *Voprosy ekonomiki* (Problems of Economics), and of the Institute of World Economics and International Relations, *Mirovaia ekonomika i mezhdunarodnie otnosheniia* (World Economics and International Relations).

The Institute of World Economics and International Relations publishes annually the *International Yearbook of Politics and Economics* (*Mezhdunarodnyy ezhegodnik politika i ekonomika*), which gives a propagandistic account of developments the preceding year in individual foreign countries and in the United Nations and its specialized agencies, including UNESCO.

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[6] The session was reported in Feb. 1969 by the chief monthly journal of the U.S.S.R. Academy of Sciences, *Vestnik Akademii nauk S.S.S.R.*, 1969 No. 2.

Two books published by this Institute in 1969 were *The Economics of Contemporary Italy* (*Ekonomika Sovremmenoi Italii*) by N. I. Vasil'kov, and *Workers at Capitalist Enterprises, Research on the Social Psychology of the French Working Class* (*Rabochii na kapitalisticheskom predpriiatii. Issledovanie sotsial'noi psikhologii frantsuzkogo rabochego klassa*), by G. G. Diligenskii.

Institute of Geography

Under the Academy of Science's Department of Earth Sciences, the Institute of Geography was founded in Moscow in 1931. One of the Institute's departments is devoted to the geography of capitalist countries, and another to the "geography of peoples democracies"; both are concerned with economic as well as physical geography.

Institute of the United States of America

Under the Economics Division of the Social Sciences Section, U.S.S.R. Academy of Sciences, the Institute of the United States of America was established in Moscow in 1968. The Institute is concerned with current U.S. affairs, including foreign political affairs and internal sociopolitical and economical problems. Specific areas of research planned or initiated by the Institute include the consequences of the scientific and technological revolution in the United States, the "ideological strategy of American imperialism," problems of Soviet-American relations, and "the U.S. technocratic elite and its influences on social processes in that country."[7]

In October 1969, the magazine *Nedelia* (The Week) announced Soviet plans for a monthly journal of the Institute of the U.S.A.:

> The journal will shed light on a wide range of problems—Soviet-American relations, foreign policy and military doctrines of American imperialism, the main trends of U.S. foreign policy, and the influence of the military-industrial complex on Washington policy.
>
> The journal will analyze the state of the American economy and the economic, social, and political consequences of the scientific-technical revolution and will illuminate problems of state monopolistic capitalism. It is proposed to publish material on works published in the United States, the internal policy of ruling circles, and the struggle of American workers against the oppression of monopolies and racial discrimination.
>
> The journal will present a selection and criticism of modern ideological concepts of the American bourgeoisie, unmasking the aims and methods of imperialist propaganda.
>
> Considerable space will be given to commentaries, information, and reference and statistical material on problems of economy, science and technology, culture and art, and education.

The first issue of the journal, *SShA: Ekonomika, Politika, Ideologiya* (U.S.A.: Economics, Politics, and Ideology), appeared in January 1970. The titles of some of the articles were "Modern United States and Soviet American Studies," "American Foreign Policy at the Threshold of the 1970's," "Be-

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[7] E. S. Shershnev (Candidate of Economic Sciences, Assistant Director of the Institute of the U.S.A.). "Lines of Research of the New Humanities Institutes," *Vestnik Akademii nauk S.S.S.R.* 1969 No. 2. For a brief survey by a Soviet historian of studies in the Soviet Union on the United States since the 1930's, see "A Summary of the Results and Tasks of the Study of the Modern History of the United States in the U.S.S.R.," by Dr. N. N. Bolphovitnov of the Institute of World History. It is translated in *Current Abstracts of the Soviet Press.* II:2:14–15, May 1969.

tween Helsinki and Vienna" [concerning the SALT talks], "Washington and Asian Regionalism," and "The Ocean Floor and the Pentagon."

Merle Fainsod, a Soviet area expert and Professor of Government at Harvard University, analyzed the content of the first six issues of the Institute's journal. Categorizing subjects covered in the first six issues by total number of pages devoted to each subject, he found that 158 pages (the largest number) were devoted to [U.S.] foreign policy and Soviet-American politics, 94 pages to the Lenin centenary, 94 pages to economic trends and management problems, 55 pages to science and technology, 52 pages to military developments, and 42 pages to political developments. A total of 5 to 11 pages per subject in the first six issues were devoted to Russian studies, libraries, medical services, crime, and theater and business in the United States. Fainsod concluded that the Soviet journal "U.S.A. remains faithful to the Leninist tradition — implacable hostility to the capitalist system, combined with admiration for its technical and organizational achievements."[8]

As their mission and publications make clear, the Soviet institutes for developing and developed areas of the world are not only engaged in research but also, at least equally, in supporting Communist propaganda and political objectives according to the specific topics of current interest to the Soviet State.

Appendix B presents a translation of a recent Soviet article describing the scope of the Institute's work and the content of its jou rnal.

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[8] Merle Fainsod. "Through Soviet Eyes," *Problems of Communism* (USIA bimonthly journal). Vol. XIX, No. 6, Nov.-Dec. 1970.

6. Study and Research in Comparative Education

The Soviet Union, like many other countries, is engaged in continuing research and in some teaching about foreign education systems. The object of the research is to learn about new developments in techniques and programs in the field of education (as in science, technology, and other fields) which might have some applicability and provide useful insights. The general information about foreign systems that is disseminated is first screened through the Communist or Marxist-Leninist lens, which seeks to reinforce ideological stereotypes. At the same time, specific factual information which does not seem a threat to the Soviet system (concerning, for example, advances in educational hardware or in education of the handicapped) is eagerly sought and disseminated within the U.S.S.R.

Study of Comparative Education

As has been pointed out by both Western and Russian scholars, comparative education has a long history in Russia, beginning long before the term "comparative education" became established as a field of study. It goes back as an applied field to Peter the Great's visits to Western Europe, study of the school systems, and application of Western practices in Russian schools in the early 1700's. Later, Catherine the Great and Tsar Alexander I also followed Western education models.

As a field of study, comparative education probably goes back to the 1850's when, to quote Nicholas Hans, "For the first time in Russia, conscious comparisons, definitely exposed and acknowledging national differences, were used by K. D. Ushinsky."[1] A Soviet authority on the subject, V. I. Malinin, states that there are about 100 Russian works in the 19th and early 20th century which meet the criterion of comparing education in two or more countries. Malinin begins his select listing of Russian comparative education works in 1863 as follows:[2]

Aptukhin. *Description of Some Educational Institutions of France, Belgium and Prussia* (1863)
Shtein. *State and Public Education in Germany, England and France* (1871)
Mitshailov. *Fundamentals of Education in Europe and America* (1873)

and so on, until

V. A. Golonkovskii. *Introduction to a Comparative Science of Education* (1930).

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[1] Nicholas Hans. "K. D. Ushinsky — Russian Pioneer of Comparative Education," *Comparative Education Review.* 5:3:162, Feb. 1962.

[2] V. I. Malinin, "Comments on Comparative Education," *Sovetskaia pedagogika.* 1968 No. 4, p. 140.

From the titles, it appears that the works moved from descriptive pieces about several countries' education systems placed in the same volume, to one-volume descriptions of the same level or type of education in various countries (primary education, teacher education), to one-volume studies of a given education problem in several countries (characteristics of foreign education budgets — a 1927 work), to a study of comparison itself as a subject.

Malinin notes the continuing dialogue among Soviet comparative education specialists on what is "comparative education" (literally "comparative pedagogy" in Russian) and concludes that a better term might be "comparative research on problems of pedagogy and public education," "comparative pedagogical research," or "application of comparative method in the pedagogical sciences."

Unfortunately, Soviet comparative education by any name suffers as a scholarly pursuit, as indicated by Nicholas Hans: [3]

> Western writers endeavor to find the right solution by comparing theories and practices of various groups and countries, but they do not pretend to know the answer before the investigation. Communist writers know the answer beforehand and use comparisons as weapons of propaganda of the "truth."

There is no professional organization in the U.S.S.R. comparable in size and scope to the U.S. Comparative and International Education Society. There is a section of the R.S.F.S.R. Pedagogical Society, however, devoted to foreign education.

Teaching about Foreign Education

Teachers for the elementary-secondary schools in the U.S.S.R. are generally trained in pedagogical schools (normal schools) or pedagogical institutes (teachers colleges). While the curriculums of these schools and institutes do not have separate courses for teaching about foreign education, some of the courses do include selected historical information on foreign education.

A textbook for the history of pedagogy courses in pedagogical schools, for example, has 26 chapters in three major sections. The first section is devoted to "the history of foreign pedagogy," and the first chapter in it briefly surveys education from ancient times through the Middle Ages in Western Europe. Chapters 2 through 6 concern the pedagogical theories and activities of noted Western figures in the history of education: Comenius, Rousseau, Pestalozzi, Diesterweg, and Owen. Chapter 7 is devoted to the teaching of Marx and Engels, and chapter 8 to "the bourgeois school and pedagogy in the period of imperialism." [4]

While pointing to the contributions of the "progressive pedagogues," Comenius through Robert Owen, the Soviet history of pedagogy gives a highly negative picture of Western education in the late 19th and 20th

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[3] Nicholas Hans. "The Soviet Approach to Comparative Education," *Comparative Education Review*. 8:1:92, June 1964.

[4] N. A. Konstantinov and V. Z. Smirnov. *Istoriia pedagogiki* (History of Pedagogy). Moscow: *Prosveshchenie* (Education) Publishers, 1965.

centuries, attacking John Dewey, Western individualism, educational experimentation, and existentialism, and the education systems of the United States, England, France, and West Germany.

The smallest departmental teaching unit in a pedagogical institute, as in any Soviet higher education institution, is the "chair." Foreign as well as Soviet pedagogy is taught in the "Chair of General Pedagogy," while other chairs are devoted to methods of teaching various school subjects or to the subjects themselves.

Graduate training, or the *aspirantura*, in the education field is carried out either in pedagogical institutes or specialized research institutes of the Academy of Pedagogical Sciences. It provides some opportunity for further study of foreign education, particularly in the specialty "history and theory of pedagogy."

Research on Foreign Education

The study visits abroad by Soviet educators, discussed in chapter 1 of this report, are one means of doing research on foreign education. Another means is study and work at the chief Soviet education research institution, the U.S.S.R. Academy of Pedagogical Sciences (*Akademiia Pedagogicheskiki nauk S.S.S.R.*), of which one unit is devoted full time to foreign education research. The Academy's Presidium provides general guidelines and coordinates the work of the Academy's 11 scientific research institutes, which cover such fields as preschool education, general and polytechnical education, child physiology, psychology, and physical education.

Each institute is concerned primarily with domestic research and has supporting laboratories and experimental schools. It may also explore work done in its field of competence in other countries and in some cases collaborate with counterpart institutions. For example, the Scientific Research Institute of Defectology, which is concerned with education of physically and mentally handicapped children, has joint studies on training of deaf children with Yugoslav researchers. Another Academy institute has joint studies with Bulgarian researchers concerning the upbringing and artistic creativity of children of preschool age. Other projects are carried on jointly with Polish and Czechoslovak education research institutions.

Full-time study of foreign education systems in the Academy is carried on in the Sector of Comparative Education and Schools Abroad (*Sektor sravnitel'noi pedagogiki i shkoly za rubezhom*) in Moscow. The sector is a unit of the Academy's Scientific Research Institute for the Theory and History of Education (*Nauchno-issledovatel'skogo instituta teorii i istorii pedagogiki*), with about 15 to 20 researchers, or senior and junior scientific workers and assistants. Each researcher is responsible for following education developments in a given foreign country or group of countries, both in terms of the education system as a whole and in terms of common problems which are the object of concern to the Academy and of cross-national research. The Sector produces reports of various types according to the annual plan of the Academy and the Institute for the Theory and History of Education.

The Presidium of the Academy of Pedagogical Sciences may provide direct guidance on the work of the comparative education sector. For example, in 1965 at one of its meetings, the Presidium decided:[5]

> At the present time, the most important problems for comparative education research of the sector are the following: 1) the fundamental tendency of change and reform in the area of instruction and upbringing in capitalist countries, 2) problems of the reformation of schools in the countries of Africa which have received political independence, 3) problems of transition to the "unified" school in capitalist countries, and 4) change in content and methods in secondary education.

The obstacles to producing objective studies by professional Soviet comparative educators are illustrated in the Presidium's criticism of the Sector's work. At the meeting cited, the Presidium noted in its decision that the Sector "did not provide a profound critical analysis of [foreign comparative education] materials from the position of Marxist-Leninist methodology . . . and was completely unsatisfactory in exposing the antiscientific work of bourgeois [comparative education] authors."[6]

Another component of the Academy which is important for following education developments in foreign countries is the K. D. Ushinskii State Scientific Library on Public Education in Moscow. The Library has a large collection of foreign as well as domestic education journals and monographs, available on loan to researchers and other domestic libraries, and a program of international exchanges of pedagogical literature. Such exchanges are carried out with about 50 organizations in over 30 foreign countries. The Ushinskii Library has branches at the Ministry of Education and at the various institutes of the Academy of Pedagogical Sciences.

Publications on Foreign Education

Information on foreign as well as domestic education is disseminated to interested members of the academic community and others in the U.S.S.R. through a variety of publications. Brief descriptions of foreign education systems by country are contained in the four-volume *Pedagogical Encyclopedia (Pedagogicheskaia entsiklopedia)*, published in Moscow between 1964 and 1968. Synopses on foreign educators, institutions, and other data are contained in the two-volume *Pedagogical Dictionary (Pedagogicheckii slovar')*, published in Moscow in 1960.

Important sources for recent developments in foreign education are the education journals, usually published monthly. Chief among those concerned with education in general are *Public Education (Narodnoe obrazovanie)*, published by the U.S.S.R. Ministry of Education, and *Soviet Pedagogy (Sovetskaia pedagogika)*, the journal of the U.S.S.R. Academy of Pedagogical Sciences. *Public Education* primarily serves practicing elementary and secondary school teachers. It contains a section in each monthly issue on current teaching activities and programs abroad. *Soviet Pedagogy* is written largely for educa-

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[5] *Sovetskaia pedagogika.* 1965 No. 2, p. 154.

[6] Ibid.

tional theorists, researchers, and teachers of teachers. It, too, has a section in each issue on education abroad and on new techniques and developments in pedagogy.

The December 1969 issue of *Soviet Pedagogy* outlined the journal's publication plans for 1970, including those related to foreign education:

> In 1970 the journal will concentrate its attention on a criticism of modern bourgeois pedagogical theories, concepts, and systems of education and training; on urgent problems in education in the "third world countries"; on an exposition of social contradictions and trends in the development of education and training in the modern capitalist society.... The journal will focus greater attention on interpreting the scientific results of our colleagues in the socialist countries.

In addition to the general education journals, there are separate journals for teaching at various levels and fields such as *Specialized Secondary Education (Srednee spetsialnoe obrazovanie)*, *Journal of the Higher School (Vestnik vysshei shkoly)*, *Chemistry in the School (Khimiia v shkole)*, and *Physics in the School (Fizika v shkole)*. Each of these frequently contains articles of interest to its readership on specialized developments in foreign education.

These articles do not appear haphazardly, but as part of an annual plan for the given journal. Some of the articles are written by educators from other Communist countries, particularly where there is a plan for article exchange, with Russian articles going into the equivalent East German, Polish, or Bulgarian education journals.

Abstracts and reviews of foreign books and articles on education appear periodically in the information bulletin of the Sector of Comparative Education and Schools Abroad of the Academy of Pedagogical Sciences. The bulletin is called *Pedagogy and Public Education in Foreign Countries (Pedagogika i narodonoe obrazovanie v zarubezhnikh stranakh)*. A quarterly bibliography of the Ushinskii Library is called *Recent Books on Pedagogy and Public Education in Foreign Countries (Novye knigi po pedagogike i narodnomu obrazovaniiu zarubezhnykh stran)*. The bibliography is broadly distributed free of charge to schools and pedagogical institutions.

Bibliographies on all current education materials (as well as other materials) published in the U.S.S.R. appear regularly in *Book Chronicle (Knizhnaia letopis')*, *Magazine Chronicle (Letopis' zhurnalnikh statei)*, and *Newspaper Chronicle (Letopis' gazetnikh statei)*. Soviet writings on foreign education are listed in the section entitled "Culture, Education, Science."

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Appendix B. A Soviet Description of the U.S.S.R. Academy of Sciences' Institute of the United States of America: January 1971[1]

The U.S.S.R. Academy of Sciences Institute of the United States of America was established in 1968 within the Economics Department of the Academy of Sciences U.S.S.R. At the present time this scientific institute is headed by a corresponding member of the U.S.S.R. Academy of Sciences, G. Arbatov.

Like other academic institutions the Institute of the United States of America conducts basic scientific studies in fields within its competence which are concerned with the most pressing economic, social and foreign policy problems of modern America. Collaboration between the Institute of the United States of America with other scientific institutes of the U.S.S.R. Academy of Sciences, together with the publication of the monthly scientific and sociopolitical journal *SShA: Ekonomika, Politika, Ideologiya* (U.S.A.: Economics, Politics, Ideology), have created conditions for coordinating the efforts of our Soviet American experts.

Workers at the institute of the United States devote special attention to economic problems. In the field of economics the institute concentrates its attention on recent and relatively urgent problems, including scientific and technical progress, its principal trends, its effect on the economy, as well as social attitudes and politics in the United States. A considerable amount of attention is also given to studying qualitative and quantitative factors underlying economic growth within the country. A study of modern methods for controlling production and the methods and practice of providing training and refresher courses for management is now taking place.

Serious attention is also being given to studying state-monopolistic capitalism within the United States, the latest methods for state-monopolistic regulation of the economy, and the peculiarities of the class struggle during this modern stage of development of American capitalism.

Workers at the institute have prepared a number of studies on urgent economic problems in the United States. Among others is a fine monograph "U.S.A.: Customs and Protectionism." In 1971, the following are to be published: "Modern Methods of Control," "The U.S.A.: Property and the State," and "The Federal Reserve System in the United States."

In the field of internal political and social problems, the institute is studying the changes in the class structure and the class struggle now taking place in the United States, the power mechanism of monopolies and state control, mass movements, the Negro problem, as well as problems of youth, the large cities, crime, and so forth. The institute's workers played an active part in the publication of such books as *SShA: Ot "Velikogo" K Bol'nomu* (The U.S.A.: From "Great" to Sick), *Prestupivshiye Gran'* (Beyond the Brink). A monograph entitled "U.S.A.: Urgent Problems of Domestic Policy" and several others are now being prepared for publication.

U.S. foreign policy problems occupy an important place in the institute's plans for conducting scientific research work. There is no need to prove that the importance of analyzing the foreign policy doctrines, strategy and tactics of American policy is closely bound up with economic problems. During studies of general U.S. foreign policy problems, as well as the actions and plans of this state in various regions of the world, the most urgent problems are fully examined. Among the books either published or now being prepared for publication on this subject, the following

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[1] I. Orlenkov. *Voprosy Ekonomiki* (Problems of Economics). 1:157–58, Jan. 1971. Translation from — *Daily Report: Soviet Union* of the Foreign Broadcast Information Service. Al9–20, 25 Feb. 1971.

are by workers at the institute: *Ideologicheskaya Bor'ba V Sovremennykh Mezhdunarodnykh Otnosheniyakh* (Ideological Struggle in Modern International Relationships), *Vneshnepoliticheskiy Mekhanizm SShA* (Foreign Policy Mechanism of the U.S.A.), *SShA: Kosmos I Politika* (The U.S.A.: Outer Space and Policy), *SShA: Modelirovaniye Mezhdunarodnykh Krizisov* (U.S.A.: Simulating International Crises), and others.

The study of the military-political and military-economic concepts of modern U.S. leadership is of great importance, particularly with reference to recent international events and attitudes. The institute is, of course, devoting considerable attention to these problems. At the present time a number of works on this theme are in progress that will be published in 1971–1972.

One of the principal areas of concern in the institute's foreign policy studies is that of Soviet-American relations. Workers at the institute recognize as their principal task the study and analysis of the United States from a Marxist-Leninist viewpoint and the exposure of new trends and patterns in the development of American society and American policy. Such work will aid in forecasting important economic and political phenomena.

The first issue of the journal *SShA: Ekonomika, Politika, Ideologiya,* as an organ of the U.S.S.R. Academy of Sciences Institute of the United States of America, was published in January 1970. The pages of the journal contain articles written by specialists on American affairs from other organizations and departments in addition to workers from the institute. This monthly contains articles on a wide variety of questions about the United States. Previous issues of the journal have contained articles on trends in U.S. economic development, on the foreign policy and military strategy of Washington, on the country's social problems and new developments in domestic policy. The journal contains a considerable number of articles on the theory and practice of controlling large-scale installations and on the use of electronic computers for control purposes, etc. The journal regularly offers articles on the class struggle in the United States as well as the fight against racial discrimination.

Since issue No. 9, the journal has had a section for critical articles dealing with modern American bourgeois theory.

In 1971 the journal will continue to focus upon the most pressing U.S. economic, political, and ideological problems. With regard to the approaching Twenty-Fourth CPSU Congress, the U.S.S.R. Academy of Sciences Institute of the United States and the editorial board of the journal *SShA — Ekonomika, Politika, Ideologiya* are planning to prepare materials on the principal problems of modern imperialism, the struggle between the two opposing social systems in the modern stage, and those changes and actions that have taken place in the United States during recent years in various fields, particularly the economy.

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